

San Jose State University
College of Humanities and The Arts
Department of English and Comparative Literature
English 1A (GE A2)
Spring 2013

Instructor: Clare Browne
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Section 16	Tu/Th	10:30-11:45	BBC 124
Section 22	Tu/Th	12:00-1:15	BBC 124
Section 30	Tu/Th	3:00-4:15	BBC 124

Course Description

English 1A is the first course in SJSU's two-semester lower-division composition sequence; it provides an introduction to baccalaureate-level composition, with attention to the "personal voice" and personal experience, on the one hand, and the more formal attitudes and demands of writing at the university (expository and argumentative essays), on the other. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. Since your college career will require an extensive amount of reading, interpreting and writing, this course is designed to enhance these skills. You will be reading a variety of published works, and you are encouraged to engage with the texts to recognize the components of excellent writing.

Prerequisites: Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT.

Course Objectives

Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in the following:

- Clear and effective communication of meaning

- An identifiable focus, tailored to a particular audience and purpose
- The ability to perform effectively the steps of the writing process (prewriting, organizing, composing, revising, editing)
- The ability to explain, analyze, develop and criticize ideas
- Effective use of supporting material drawn from reading/other sources
- Accuracy, variety and clarity of sentences
- Appropriate diction
- Control of conventional mechanics (e.g. punctuation, spelling, reference, agreement)

Required Texts and Materials

Great Writing: A Reader for Writers (3rd edition) Wiener & Eisenberg. ISBN: 0072370645

Quick Access Compact (2nd edition) Troyka & Hesse ISBN: 9780205687343

Green Books for in-class essays

Binder paper for reading responses and in-class work

Course Requirements

Writing Assignments: You will do a significant amount of writing, in various formats, in this course. Writing assignments are designed to help you practice prewriting, organizing, writing, revising and editing. There will be eight essays (four out-of-class and four in-class) totaling a minimum of 8,000 words. This total will include one substantial re-write. Out-of-class essays must be typed (Times New Roman 12 point font) and double-spaced, using MLA format. Essays are expected on the due date: late papers drop a grade for each day they are late. *****All essays must be completed to pass the course.*****

Reading Assignments: Read the assignments before class unless directed otherwise. Come to class ready to discuss the material.

Writing Notebook: This is your chance to write outside the essay format. The assignments include responses to texts/materials used in class and creations of your own. Each entry should be typed, dated, and about a page long.

Quizzes: These are not always announced beforehand. Be prepared!

Attendance: Regular attendance and participation are expected. Assignments in class cannot be made up.

Final Exam: The departmental final exam for all English 1A students will be given on **Saturday, May 4th from 8:00-10:00am**. The final exam is mandatory: you can't pass the class without it.

Dropping and Adding: Students are responsible for understanding the policies and procedures about add/drop, academic renewal, etc. Refer to the current semester's catalog policies section at <http://info.sjsu.edu/static/catalog/policies.html> for any add/drop deadlines, policies, and procedures section and specific registration information. Late drop policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Classroom Protocol: I like our classroom to be a place where students feel comfortable enough to share their opinions. Respect for each other is the key here. I don't ask you anything that I don't expect of myself—so be on time and switch off electronic devices.

Grading Standards

Grading: A-F. This class must be passed with a C or better to move on to CORE GE Area C3 and to satisfy the prerequisite for English 1B. A passing grade in the course signifies that the student is a capable college-level writer and reader of English

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

Essays will be graded according to the following criteria:

A= Excellent: The "A" essay is organized and well constructed. It demonstrates a clear understanding of the topic and has a focused thesis. Paragraphs are fully developed and discussion of the ideas is apt and specific. The student utilizes appropriate details, lively vocabulary,

syntactic complexity and smooth transitions. This paper is virtually free of mechanical errors and is a pleasure to read.

B= Very Good: The “B” essay is less precise and not as convincing as the “A” paper. While it exhibits controlling ideas and supports them with specific examples, it may lack sentence variety and a consistent, smooth flow. This paper may contain minor grammatical/mechanical flaws, but it does show overall competence.

C= Adequate: The “C” essay responds to the essay topic but in a superficial or generalized way. The paragraphs exhibit a lack of firm control of the ideas and contain insufficient supportive detail. Word choice and syntax is somewhat immature and mechanical errors may be frequent enough to distract the reader.

D= Poor: The “D” essay makes an attempt to respond to the topic but is poorly organized, vague and lacks appropriate examples. The paper demonstrates weak control of ideas and contains serious mechanical and grammatical errors.

F=Unacceptable: The “F” essay does not fulfill any of the requirements of the assignment. It fails to address the topic, it lacks coherence, and it does not reflect mechanical or grammatical competence.

Your grade for the course will be determined as follows:

In- class essays: (Graded A-F)	25%
Out-of-class essays: (Graded A-F)	35%
Departmental Final: (Graded holistically A-F)	20%
Writing Notebook: (Points--converted to letter grade)	10%
Quizzes: (Points converted to letter grade)	10%

=	900-929	C+	=	770-799	D	=	630-669
=	870-899	C	=	730-769	D-	=	600-629
=	830-869	C-	=	700-730	F	=	below 600

EXTRA HELP:

Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the WST, improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. We are located in SSC 600 (10th Street Garage), at the first floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. See the Peer Connections website for more information (peerconnections.sjsu.edu) and be sure to come see us!

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website: <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

University Policies

SJSU Academic Integrity Statement:

“Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s Integrity Policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs.” The policy on academic integrity can be found at: <http://www2.sjsu.edu/senate/S04-12.htm>. The SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as the act of representing the work of another as one’s own (without giving the appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to: (1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one’s own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams,

and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy.

Campus Policy in Compliance with the Americans with Disabilities Act:

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. Presidential Directive 97-03 requires that students with disabilities register with the DRC to establish a record of their disability. The DRC website is <http://www.drc.sjsu.edu>

Course Schedule (Subject to Change)

*** Numbers in square brackets correspond to English 1A learning objectives (G.E.Area A2) ***

- TH. JAN. 24: Introduction to 1A Homework: Read Introduction: The Writing Process (*Great Writing* 2-8)
- TU. JAN 29: In class Diagnostic Essay (Bring green book) [1,2,3] *** Homework: Read **Description** (GW 10-17)
- TH. JAN. 31: White's "Once More to the Lake" (GW 24-29) [1,2] Essay 2 assigned [1,2,3]
- TU. FEB. 5: **Introduction to Narration** (GW 58-64) Carver's "My Father's Life" (GW 81-87)
- TH. FEB. 7: ****First draft of essay due for peer edit** Bring two copies** Introductory Paragraphs (*Quick Access* 3b) Review MLA format for essays (QA 35 e) [1,2,3]
- TU. FEB. 12: Poe's "The Tell-Tale Heart" (GW 108-113) Body paragraphs and topic sentences (QA 4 d, e, f) Concluding paragraphs (QA 4k) [1,2,3,4]
- TH. FEB. 14: **Exemplification** (GW 144-151) The Critical Thinking Process (QA 4a, b, c, d) Thurber's "Courtship through the Ages" (GW 166-169) Essay 2 due [1,2]

- TU. FEB. 19: Ehrenreich's "What I've Learned from Men" (GW 175-178)
Comma Splices and Run-on Sentences (QA 20 a, b, c, d) [1,2,3]
- TH. FEB. 21: **Process Analysis** (GW 196-204)
Mehta's "The Baby Myna" (GW 257-260)
Sentence fragments (QA 19 a, b, c) [1,2,3,4]
- TU. FEB. 26: In-class essay. Bring green book. [1,2,3,4]
- TH. FEB. 28: **Comparison and Contrast** (GW 278-286)
Tan's "Two Kinds" (GW 291-298) [1,2]
Essay 4 assigned.
- TU. MAR. 5: Woolf's "Shakespeare's Gifted Sister" (GW 287-289)
Grammar Quiz
- TH. MAR. 7: Essay 4 peer review. Bring two copies.
Writing Workshop (Past Final Paper)
- TU. MAR. 12: **WRITING NOTEBOOKS DUE** {1, 2, 3, 4}
- TH. MAR. 14: Essay 4 due.
Classification (GW 354-361)
Viorst's "Friends, Good Friends—and Such Good Friends" (GW 362-365) [1,2,3,4]
Apostrophes (QA 27 a, b, c, d)
- TU. MAR. 19: Conferences (Faculty Offices 217)
TH. MAR. 21: Conferences (Faculty Offices 217)
- MAR. 25-MAR 29: SPRING BREAK**
- TU. APRIL 2: **Definition** (GW 464-472)
Rodriguez "Complexion" (GW 513-516) [1,2]
Semicolons (QA 25 a, b, c, d)

- TH. APRIL 4: In-class essay. Bring blue book. [1,2,3,4]
- TU. APRIL 9: Sherman Alexie's *Smoke Signals*
- TH. APRIL 11: *Smoke Signals* [1,2,3,4]
- TU. APRIL 16: **Argument and Persuasion** (GW 520-528)
Wilfred Owen's "Dulce et Decorum Est" (GW 561)
Essay 6 assigned [1,2,3,4]
- TH. APRIL 18: King's "I Have a Dream" (GW 529-533) [1,2,4]
- TU. APRIL 23: Writing workshop—Past Final Paper
WRITING NOTEBOOKS DUE [1,2,3]
- TH. APRIL 25: In-class essay. Bring green book. [1,2,3,4]
- TU. APRIL 30: ***First draft Essay 6 due***
Grammar Review
- TH. MAY 2: Final Grammar Quiz.
Final Exam Practice. Review QA 32 k [1,2,3]
- SAT. MAY 4: Departmental Final Exam. 8:00-10:00am.
Bring large YELLOW Exam book, black/blue pens,
and a print dictionary.**
- TU. MAY 7: Essay 6 due. [1,2,3] Presentation of best piece of writing
- TH. MAY 9: Last class. Essay 8 (revised essay) due.

*****English 1A Learning Objectives (G.E. Area A2):**

Learning Objective 1: Students shall write complete essays that demonstrate the ability to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).

Learning Objective 2: Students shall write complete essays that demonstrate the ability to express (explain, analyze, develop, and criticize) ideas effectively.

Learning Objective 3: Students shall write complete essays that demonstrate the ability to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.

Learning Objective 4: Students shall write complete essays that demonstrate the ability to write for different audiences.